

**Foreign language B for translators and interpreters 1
(English)**

Code: 101480
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	FB	1	1

Contact

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Use of Languages

Principal working language: english (eng)
Some groups entirely in English: Yes
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Teachers

Geoffrey Vito Belligoi
Graham Perry
Sarah Julia West
Maeve Catherine Howley
Roland Keith Pearson

Prerequisites

Language proficiency required: English language level B2.1 CEFR (Common European Framework of Reference). When starting the course students should be able to:

- Understand different types of written texts about general topics in familiar subject areas. (CEFR-FTI B2.1)
- Write fairly complex texts about personal and general topics in familiar subject areas. (CEFR-FTI B1.2)
- Understand clearly pronounced English about personal and general topics in familiar subjects. (CEFR-FTI B1.1)
- Express themselves in spoken English on personal and general topics in familiar subject areas. (CEFR-FTI B1.1)

Listening / reading comprehension and writing skills required to follow this course - students should be able to:

- Understand class instructions as well as the homework given by the instructor.
- Take class notes providing these are clearly expressed.

Understand, with help when needed, instructions and messages such as, for example, digital library catalogues or instructions and messages on the virtual campus platform.

Objectives and Contextualisation

The aim of this course is to develop the students' Foreign Language B (English) communicative competencies and reading comprehension skills so that they can to begin direct translation.

At the end of the course the student should be able to:

- Understand different types of written texts about general topics in familiar subject areas. (CEFR-FTI B2.1)
- Write fairly complex texts about personal and general topics in familiar subject areas. (CEFR-FTI B1.2).
- Understand different types of spoken English about general topics in familiar subject areas. (CEFR-FTI B2.1)

Express themselves in spoken English on personal and general topics in familiar subject areas using relatively complex constructions. (CEFR-FTI B1.2)

Competences

- Producing oral texts in a foreign language in order to interpret.
- Producing written texts in a foreign language in order to translate.
- Understanding oral texts in a foreign language in order to interpret.
- Understanding written texts in a foreign language in order to translate.

Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic and textual related knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic and textual related knowledge.
3. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending verbal texts about personal and general topics of well-known areas.
4. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of a diverse typology of written texts about general topics of well-known areas.
5. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce verbal texts about personal and general topics of well-known areas.
6. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts of a certain complexity about personal and general topics of well-known areas.
7. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to comprehend verbal texts about personal and general topics of well-known areas.
8. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of written texts about general topics of well-known areas.
9. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing verbal texts about personal and general topics of well-known areas.
10. Producing written texts from different fields and with specific communicative purposes: Producing simple academic texts, following standard models of discourse.
11. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing written texts of a certain complexity about personal and general topics from well-known areas and with specific communicative purposes, following standard modes of discourse.
12. Solving interferences between the working languages: Solving interferences from the language combination with a certain degree of control.

Content

1. 1. Reading Comprehension aimed at translation

1.1 Reading strategies

1.2 Identification of genres

1.3 Identification of author intention

1.4 Identification of principal and secondary ideas

1.5 Identification of discursive frameworks

1.6 Identification of coherence and cohesion

1.7 Identification of the reader

1. 2. Writing exercises aimed at translation

2.1 Synthesis strategies

2.2 Writing towards an ending

2.3 Writing of principal and secondary ideas

2.4 Coherent and cohesive writing

2.5 Revision and correcting

1. 3. Listening and Oral exercises

3.1 Understanding lectures on general topics

3.2 Exercises on phonetic correction

3.3 Speaking on personal themes and general areas (narrative, descriptive etc)

1. 4. Knowledge of comparative rhetoric

4.1 Comparative grammar

4.2 Lexical knowledge and false friends

4.3 Comparison of formal conventions

Methodology

Teaching Methodology

The abilities in English as a Foreign Language will be broadened and deepened and the necessary specific ones will be developed with regard to translation:

On the one hand, the global abilities and communication skills of the foreign language;

On the other hand, special language skills in English as a Working Language for translation, by providing special emphasis on those that are of a pragmatic, intercultural and contrastive relevance for translation, heuristics or instruments for language learning.

The character of the subject is theoretical-practical. The basis of textual analysis (linguistic and translational) will be dealt with, of the reception and textual production in English. All knowledge, skills, strategies and activities of the subject will be developed through work with and on texts (standard models and current copies).

Training activities

Accomplishment of tasks to develop strategies and methods of reading and textual comprehension.

Performance of tasks to develop strategies and methods of discourse analysis for translation.

Dealing with typical linguistic and intercultural problems manifested in current texts, followed by grammar tasks, exercises or corresponding detection tasks.

Systematization of textual synthesis and bases of linguistic mediation by means of periphrasis, reformulation or explanation of textual contents.

Performance of oral and written communicative tasks based on the creation of specific genres.

(e.g. abstract, abstract, working script, oral presentation, textual analysis, review, linguistic autobiography) on topics of a cultural (inter-), linguistic or translational nature in language B.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Oral exercises: Oral summary and analysis of a text	12	0.48	1, 6, 11, 10, 12
Oral exercises: the oral summary and analysis of an up-to-date text	22	0.88	1, 8, 4
Supervised and reviewed reading comprehension activities	5	0.2	2, 7, 9
Supervised and reviewed written production activities	10	0.4	2, 7, 3
Type: Supervised			
Oral comprehension activities	12	0.48	1, 6, 11
Reading comprehension activities	10	0.4	1, 8, 4
Type: Autonomous			
Oral Exercises: the summary and oral analysis of an up-to-date text	10	0.4	2, 7, 5, 3, 9
Reading comprehension activities	10	0.4	2, 7, 3
Written production activities	45	1.8	1, 8, 4

Assessment

The information about the evaluation, the type of evaluation activity and its weight on the subject is for information purposes. The teacher in charge of the subject will specify it in beginning of the course.

Evaluation system

Continuous formative evaluation of the learning and final evaluation of the language level. The evaluation system is organized in modules distributed in written and oral works and tests.

Evaluation system and activities:

- Carrying out textual work on topics related to foreign language for translators and interpreters.
- Carrying out tests of real tasks and/or simulated textual communication in a foreign language.
- Textual / oral comprehension and production tests.

Evaluation and diagnostic techniques used

For continuous and final assessment, different types of assessment, common in language teaching, will be combined (see CEFR, Chapter 9.3):

- Continuous formative assessment in written or oral tasks.
- Assessment of language proficiency at the end of the semester.

What to take into account for the evaluation in English B1

1. Theoretical knowledge will not be evaluated but always its application in the resolution of tasks, exercises or practical tests.
2. In the final written tests for the assessment of language proficiency or level - reading comprehension and written summary - a minimum grade of 5.0 must be achieved for the CEFR mark. Warning: if you do not achieve it, you will not obtain the qualification for the mastery or level of criteria for the language of the subject, set out in section 4 of this guide. That is to say, the student who does not obtain a pass in these two final tests will not be entitled to a certification of his level according to the Common European Framework of Reference / Royal Decree 1041/2017, Article 7,1.2.
3. The binding language levels correspond to Royal Decree 1041/2017 and the specific criterion levels FTI-MCER, indicated in sections 4 and 5.
4. Failure to submit a minimum of 66.6% of the continuous assessment work within the established deadlines (see Section 10), or failure to submit to one of the tests for the assessment of language proficiency or level (final assessments), will be considered as "non-assessable".

Resit

Make-up is available to students who have presented themselves to activities with a weight equivalent to 66.6% (two-thirds) or more of the final grade and who have earned a weighted average grade of 3.5 or more.

A "non-assessable" grade will be assigned when the assessment evidence provided by the student is equivalent to a maximum of one quarter of the total grade for the subject.

In both cases the student will present himself exclusively to the activities or tests not presented or suspended.

Evaluations linked to an academic and/or professional work of six-monthly or annual duration, for example the translation project, are excluded from the grade recovery.

Excluded from grade recovery are tests suspended for copying or plagiarism.

In no case will it be possible to recover a grade by means of a final test equivalent to 100% of the grade. See date in paragraph 10.

IMPORTANT

We would like to remind you that "copying" is considered to be a work that reproduces all or a large part of the work from one / to another / to a colleague / to another, and "plagiarism" is the fact of presenting part or all of an author's text as one's own, that is, without citing the sources, whether it is published on paper or in digital form on the Internet. Copying and plagiarism are intellectual thefts and therefore constitute a fault that will be

sanctioned with the note "zero". In the case of copying between two students, if it is not possible to know who copied who, the sanction will be applied to both students. If there are several irregularities in the evaluation activities of the same subject, the final grade of this subject will be 0.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final Exam: Language analysis	20	1	0.04	1, 6, 11, 10, 12
Final Exam: Reading Comprehension	20	1	0.04	1, 8, 4
Final Exam: Summary	20	1	0.04	1, 6, 11, 10, 12
Language analysis	10	3	0.12	1
Oral exercises: analysis of a text	10	2	0.08	2, 7, 5, 3, 9
Reading Comprehension	10	3	0.12	1, 8, 4
Summary Exercises	10	3	0.12	1, 6, 11, 10, 12

Bibliography

Dictionaries

The Collins Cobuild Advanced Learner's Dictionary of English (2006) London: Cengage ELT

The Collins Cobuild English Usage Dictionary (2004) London: Collins

The BBI Combinatory Dictionary of English (1997) Amsterdam/Philadelphia: John Benjamins Publishing Co.

Merriam Webster's Collegiate Dictionary (2004) Springfield: Merriam Webster Inc.

Grammar References

Carter, Ronald et al. (2000) *Exploring Grammar in Context*. Cambridge: CUP

Hewings, M. (2005) *Advanced Grammar in Use* (with answers and CD-ROM), Cambridge: CUP.

Murphy, R. (2004) *English Grammar in Use* (with answers and CD-ROM), Cambridge: CUP.

Swan, M. (2005) *Practical English Usage*, Oxford: OUP.

Practice

<http://www.bbc.co.uk/worldservice/learningenglish/>

<http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/>

<http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/sounds/>

<http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/quiz/quiz1/>